




The Civil War



Name: _____ Section: _____ Date: _____

Civil War Vocabulary

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1. Civil War
 2. Secede
 3. Virginia
 4. Monitor
 5. Emancipate
 6. Emancipation Proclamation
 7. Draft
 8. Income Tax
 9. Battle of Gettysburg
 10. Pickett's Charge
 11. Gettysburg Address
 12. Total War
 13. Appomattox Court House
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Notes

1. The Election of _____

- a. Democratic party split between the _____ and _____
 - i. Northern Democrats nominated _____
 - ii. Southern Democrats nominated _____
- b. Republicans nominated _____
- c. Lincoln won the election
 - i. Carried the north
 - ii. Did not appear on the ballots of _____ southern states
- d. Reaction in the south:
 - i. Southerners felt that the _____
 - ii. Many felt that _____ was the only way to save _____
- e. Succession
 - i. On December 20, 1860, _____ became the first state to secede.
 - ii. 10 others followed:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____
 - iii. The 11 states formed the Confederate States of America
 1. Elected _____ as President
 2. VP was _____

2. The Civil War Begins

- a. _____
 - i. Jefferson Davis ordered Confederate soldiers to seize federal forts in the south
 - ii. Fort Sumter controlled the entrance of _____, _____.
 - iii. Major _____ refused to surrender the fort
 - iv. On April 12, 1861, _____ soldiers opened fire on Ft. Sumter
 1. Those shots mark _____

3. Armies of the Civil War

a. Union Army (Army of the _____)

i. Reason for fighting

1. _____

ii. Leaders

1. President Abraham Lincoln
2. General _____
3. General _____

iii. Strengths

1. Population
 - a. _____ greater than the south
 - i. _____ million whites in the south
 - ii. _____ million in the north
2. Industry
 - a. _____ % of nations factories to produce war goods
3. Railroads
 - a. _____ % of nations railroad track could move soldiers and supplies quickly
4. Farmland
 - a. _____ % of nations food production
5. Navy
 - a. Used its powerful navy to blockade the south

iv. Weaknesses

1. Northern armies had to _____ the south and conquer huge areas of land in order to bring the south back into the Union.

b. Confederate Army (_____)

i. Reason for fighting

1. _____

ii. Leaders

1. President Jefferson Davis
2. General _____

iii. Strengths

1. Able to fight a _____ war
 - a. Knew the lay of the land
 - b. _____
2. Military leadership
 - a. Many of the armies _____ were southerners
 - b. Many were experienced from fighting the _____

iv. Weaknesses

1. _____ was small and spread out
2. Very few _____ to produce war goods
3. Very few _____ to move supplies and troops
4. Almost no _____

4. Plans for Victory

a. Union

- i. At sea the Union used its navy to blockade _____
 1. Cut the south off from supplies of manufactured goods from _____
- ii. In the East the Union invaded and tried to seize _____ (capital of the Confederacy)
- iii. In the west the Union tried to capture control of the _____
 1. This would keep the Confederacy from using the river to _____
 2. Also cut the Confederacy in _____

b. Confederacy

- i. Fight a defensive war until northerners _____ and the war became _____.
- ii. Southerners counted on _____ to fight the war.
 1. Were sure the England and France would be quick to recognize the south as an _____ to gain access to southern _____.

5. Key Battles & Events

a. Battle of _____ (Virginia)

- i. First major battle of the war
 1. In a haphazard and unorganized battle, Major Thomas "_____"
Jackson beat Union forces near D.C.
 2. Bull Run proved that _____

b. Battle of Shiloh (Tennessee)

- i. Union forces Under Grant fought a bloody 3 day battle that eventually allowed the Union to gain control of the _____.

c. CSS _____ vs. USS _____

- i. The Union blockade cut off _____ of trade through southern ports
- ii. The Confederacy created an _____ ship called the CSS Virginia to try to push through the blockade
- iii. The Union responded by building its own ironclad, the _____
- iv. In 1862 the Virginia and the Monitor clashed off the coast of Virginia.
 1. After _____ of battle, neither was able to damage the other and both _____
 2. Several month later the Confederacy had to _____ the Virginia to keep it from falling into Union Hands

3. The Union eventually built over _____ ironclads

d. The _____

i. Freed _____ slaves

1. Helped make the war more popular by turned the war into a _____ issue of right and wrong

2. Weakened the Confederacy

a. Slaves that had acted as _____ and _____ and _____ for the Confederacy left.

e. Battle of _____ (Pennsylvania)

i. Robert E. Lee hoped to push into the North, take the Union by _____ and then swing south to capture _____.

ii. Lee's army met Meade's Union army at the small town of _____.

iii. A _____ day battle followed

1. _____ soldiers were killed or wounded

a. _____ were killed when Lee ordered General _____ to charge the center of the Union's lines

2. Gettysburg marked a _____ in the war

a. The south would _____ again

3. In 1863 a ceremony was held to dedicate a _____ to those who died in the battle of Gettysburg.

a. Lincoln Attended and delivered the _____.

f. A change in leadership and strategy

i. After Gettysburg, Lincoln replaced Gen. _____ with Gen. _____ as head of the Union Army.

1. Lincoln did not believe that Meade was aggressive enough to win the war.

2. Lincoln thought that Meade missed a valuable opportunity to _____ at Gettysburg.

a. Meade did not _____ Lee and his army when they retreated.

ii. Lincoln believed that Grant's aggressive strategy, known as "_____", would be able to bring the war to an end in the Unions favor.

1. Total war was designed to destroy the south's ability to _____.

2. Grant ordered his generals to destroy _____, _____, _____, and anything else that might aid the Confederacy during the war.

3. Total war impacted _____ just as much as soldiers.

iii. Examples of total war

1. Sheridan in Shenandoah

- a. Gen. _____ was ordered to clear the fertile Shenandoah valley
- b. During the process, Sheridan's troops took what they could use and _____ the rest. (ex: _____ + barns were burned)

2. Sherman's March to the Sea

- a. Gen. _____ was ordered to capture _____ and then march to the coast.
- b. During the march, Sherman's troops destroyed everything in their path.
- c. Examples:
 - i. Much of Atlanta was _____
 - ii. Barns, _____, bridges, and _____ were burned
 - iii. _____ was killed
 - iv. Railroads were tore up
 1. Ties were burned
 2. Rails were heated and _____ to uselessness.

g. Surrender at _____

- i. Union forces under _____ had laid _____ to Lee's army at Petersburg, Va for 9 months.
- ii. Lee was eventually forced to surrender at the nearby town of Appomattox.
 1. Lee officially surrendered to Grant at the _____
 - a. Grant offered _____ terms
 - i. Officers could keep pistols
 - ii. Soldiers could keep _____ which they would need to farm
 - iii. All Confederate soldiers were _____.

6. Results of the Civil War

- a. Over _____ soldiers were killed
 - i. _____ Union Soldiers
 - ii. _____ Confederate Soldiers
- b. Cost of the war was \$ _____ billion
- c. Slavery was ended
 - i. The _____ ended slavery in the south.
 - ii. In 1865, the _____ outlawed slavery in the United States
- d. The federal government grew _____ and state governments grew _____.
- e. A new since of _____
 - i. Prior to the war- "_____ United States"
 - ii. Post Civil War- "_____ United States"

Civil War Battle Presentation Notes

Civil War Battle Presentation Notes

1. Battle of _____

- a. Location of battle: _____
- b. Date(s) of battle: _____
- c. Generals in charge:
 - i. Union General: _____
 - ii. Confederate General: _____
- d. Outcome :
 - i. Winner: _____
 - ii. Casualties:
 - 1. Union: _____
 - 2. Confederacy: _____
- e. Major Effects: _____

2. Battle of _____

- a. Location of battle: _____
- b. Date(s) of battle: _____
- c. Generals in charge:
 - i. Union General: _____
 - ii. Confederate General: _____
- d. Outcome :
 - i. Winner: _____
 - ii. Casualties:
 - 1. Union: _____
 - 2. Confederacy: _____
- e. Major Effects: _____

Civil War Battle Presentation Notes

3. Battle of _____

- a. Location of battle: _____
- b. Date(s) of battle: _____
- c. Generals in charge:
 - i. Union General: _____
 - ii. Confederate General: _____
- d. Outcome :
 - i. Winner: _____
 - ii. Casualties:
 - 1. Union: _____
 - 2. Confederacy: _____
- e. Major Effects: _____

4. Battle of _____

- a. Location of battle: _____
- b. Date(s) of battle: _____
- c. Generals in charge:
 - i. Union General: _____
 - ii. Confederate General: _____
- d. Outcome :
 - i. Winner: _____
 - ii. Casualties:
 - 1. Union: _____
 - 2. Confederacy: _____
- e. Major Effects: _____

Civil War Battle Presentation Notes

5. Battle of _____

- a. Location of battle: _____
- b. Date(s) of battle: _____
- c. Generals incharge:
 - i. Union General: _____
 - ii. Confederate General: _____
- d. Outcome :
 - i. Winner: _____
 - ii. Casualties:
 - 1. Union: _____
 - 2. Confederacy: _____
- e. Major Effects: _____

6. Battle of _____

- a. Location of battle: _____
- b. Date(s) of battle: _____
- c. Generals incharge:
 - i. Union General: _____
 - ii. Confederate General: _____
- d. Outcome :
 - i. Winner: _____
 - ii. Casualties:
 - 1. Union: _____
 - 2. Confederacy: _____
- e. Major Effects: _____

Civil War Battle Presentation Notes

7. Battle of _____

a. Location of battle: _____

b. Date(s) of battle: _____

c. Generals in charge:

i. Union General: _____

ii. Confederate General: _____

d. Outcome :

i. Winner: _____

ii. Casualties:

1. Union: _____

2. Confederacy: _____

e. Major Effects: _____

Resources

Chapter 17 Section 3 The North Wins

Ulysses S. Grant

Union General and President

Ulysses S. Grant's leadership on the battlefield helped win the Civil War for the Union side. When he later became president at age 46, he was the youngest U.S. president ever elected up to that time.



Ulysses S. Grant (1822–1885) was born Hiram Ulysses Grant. However, his parents always called him Ulysses. As a boy, Grant hated working in his father's tannery. But on his parent's Ohio farm, he became an accomplished horseback rider. Before entering West Point at age 17, Grant attended what he later called "indifferent" one-room schoolhouses. These schools were staffed by "a man or a woman incapable of teaching much, even if they imparted all they knew" to a group of 30 or 40 students. These students ranged from tiny children to 20-year-olds.

Grant's appointment to West Point was mistakenly made for Ulysses S. Grant. He kept the name. Grant ranked only 21 out of a class of 39 at West Point. However, he did well in both mathematics and horsemanship. Grant was posted to the U.S. Infantry near St. Louis. There he met and fell in love with Julia Boggs Dent. Their marriage in 1848 would produce four children.

Success and Failure Ulysses S. Grant served in the Mexican War. His skill with horses had led to his being posted as quartermaster, in charge of supply lines. But he longed to take part in battle. At the battle of Monterey, in September 1846, he mounted a successful charge. To bring back needed ammunition, Grant rode his horse through the city's bullet-ridden streets. The young officer pulled off this risky job unharmed. He did this by hanging off the side of his gray mare, Nellie. Such acts of bravery won him a promotion to captain.

Grant remained in the army after the war ended. He struggled to add to his salary so that he could keep his growing family together. Finally, in 1854, he resigned from the army. First he tried farming the 60 acres his father-in-law had given the young couple as a wedding present. By 1858, Grant saw

that farming would never bring in enough money. Next he tried selling real estate. Then he served as a rent collector in St. Louis. The failure of these attempts led the family to move to Galena, Illinois. For a time Grant worked in his family's leather store.

The Civil War threatened to divide the United States. It would give Grant his greatest success. At the start of the war, his father-in-law leaned toward the Confederacy. Grant wrote him in April 1861 that "all party distinctions should be lost sight of, and every true patriot be for maintaining the integrity of the glorious old Stars and Stripes, the Constitution and the Union."

Civil War Service Grant's first job in the Union army was to organize the troops in Illinois's capital, Springfield. In June 1861, he became colonel of the Twenty-first Illinois Volunteer Infantry. He was terrified before commanding his first battle in Missouri.

He later wrote, "My heart kept getting higher and higher until it felt to me as though it was in my throat. I would have given anything to be back in Illinois." To Grant's surprise, though, his enemy had disappeared. He learned, Grant wrote, that his foe "had been as much afraid of me as I had been of him. This was a view of the question I had never taken before."

General Grant Now a brigadier general, Grant won the Union's first major victory in January 1862. The Confederates surrendered Fort Donelson on the Cumberland River in Tennessee to Grant. He was promoted to major general. Then he advanced toward Vicksburg on the Mississippi River. The besieged city surrendered in July 1863. The Confederacy was split in two.

In March 1864, Grant was given command over all the Northern armies. His strategy for 1864 was to pin down General Robert E. Lee near Richmond, Virginia. Then General Sherman led a Union army south through Georgia. This plan finally achieved success in April 1865, with Lee's surrender at Appomattox.

General Grant remembered Lee from their army service together in the Mexican War. He later described what happened when they met at Appomattox.

A VOICE FROM THE PAST

General Lee was dressed in a full uniform which was entirely new, and was wearing a sword of considerable value. . . . In my rough traveling suit, the uniform of a private with the straps of a lieutenant-general, I must have contrasted very strangely with a man so handsomely dressed, six feet high and of faultless form. But this was not a matter that I thought of until afterwards. . . . When news of the surrender first reached our lines our men commenced firing a salute of a hundred guns in honor of the victory. I at once sent word, however, to have it stopped. The Confederates were now our prisoners, and we did not want to exult over their downfall.

ULYSSES S. GRANT, *Personal Memoirs of U.S. Grant*

Troubled Presidency Grant's popularity after the war won him election to the presidency in 1868. The young president was politically inexperienced. Some of the many friends, relatives, and army officers he chose for cabinet posts were corrupt. Scandals plagued both terms of Grant's presidency. Despite his personal honesty and accomplishments, historians now consider Grant to have been one of the country's worst presidents.

Grant's failures in business continued after he left the presidency. He invested all his savings in a

business venture that went under in 1884. This failure left him with a \$150,000 debt.

Final Triumph The impoverished former president wrote three articles about the Civil War for *Century Magazine*. These well-written articles attracted a wide audience. People wanted to read more. Grant learned while writing these articles that he had cancer of the throat. He needed to support his family. So he decided to write and publish his memoirs with Mark Twain's publishing company. He was to receive 70 percent of the sales. This was a much better deal than the magazine had offered. It was the best business deal Grant ever made. Grant raced against pain and death. He finished the last chapter and then died just a few days later. His memoirs, which critics consider brilliant, earned \$450,000 for Grant's estate. They remain popular today.

Review Questions

1. How did Grant's skill with horses come in handy during the Mexican War?
2. How well did Grant do at various careers in civilian life?
3. What important lesson did Grant learn during his first battle as a commander?

Critical Thinking

4. **Summarizing** What were the main successes and failures of Grant's public life?
5. **Comparing** What differences were there in Robert E. Lee's and Ulysses S. Grant's appearance at Appomattox?
6. **Drawing Conclusions** How did the act of writing his memoirs show Grant's bravery?

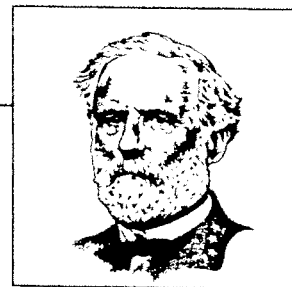
Chapter **16** Section 1 War Erupts

America's History Makers

Robert E. Lee

Confederate General

Robert E. Lee (1807–1870) was commander of the Army of Northern Virginia. He led troops for the Confederacy during the Civil War. Lee was a brilliant general. He managed to win battles and keep Southern armies in the field against great odds.



Robert E. Lee was the fourth child of a leading Virginia family. Lee's relatives on both sides lived on great plantations. His father, Henry Lee, had been a cavalry leader during the Revolution. He received the nickname "Light-Horse Harry" for his bravery. Henry Lee also served as Governor of Virginia after the Revolution. When George Washington died, Lee wrote these famous words: "First in war, first in peace, and first in the hearts of his countrymen." Like his father, Robert E. Lee would also adopt George Washington as his model of what a man should be.

West Point Henry Lee's death when Robert was still a child left his mother with seven children and little money. Lee was strongly influenced by his widowed mother. He tried to do well at every task he faced. Lee's first major success came at West Point, the United States Military Academy.

Confederate general Joseph Johnston attended West Point with Robert E. Lee. Johnston said Lee's natural superiority won "warm friendship" and commanded "high respect." While at West Point, Lee was appointed corps adjutant. A cadet could win no higher rank. In 1829, Lee graduated second in his class.

Early Military Achievements Lee won his first commission to the army corps of engineers. He was stationed as an assistant engineer in Fort Monroe, Virginia. There he met and married Martha Washington's great-granddaughter, Mary Anna Randolph Custis. Mary's family mansion became the Lees' home. This mansion, Arlington, still overlooks Washington, D.C. The Lees eventually had seven children.

The Mexican War, in 1846, gave Lee his first chance to display his abilities on a national stage.

Lee's engineering skills allowed American troops to cross difficult Mexican mountain passes. During the war, Lee was promoted, first to major, then to lieutenant colonel, and finally to colonel. General Winfield Scott, who led American forces in this war, said that his "success in Mexico was largely due to the skill, valor, and undaunted courage of Robert E. Lee . . . the greatest military genius in America." But in the United States, another war was brewing. When the Civil War began in 1861, Lee and Scott found themselves on opposing sides.

A Reluctant Decision Lee realized that staying in the army would mean he must invade his native Virginia. Instead, Lee chose to resign. In a letter to General Scott, his commander-in-chief, Lee noted that he had devoted more than 25 years to army service.

A VOICE FROM THE PAST

It [the letter of resignation] would have been presented at once but for the struggle it has cost me to separate myself from a service to which I have devoted the best years of my life, and all the ability I possessed. . . . I shall carry to the grave the most grateful recollections of your kind consideration, and your name and fame shall always be dear to me. Save in defense of my native State, I never desire again to draw my sword.

ROBERT E. LEE, quoted in
Robert E. Lee, A Life Portrait

Lee's reluctance to resign from the army also stemmed from his patriotism. In a letter to his sister, he said that he considered the South to be in "a state of revolution" and that he recognized "no necessity for this state of things." Lee did not favor secession. Further, he did not believe in slavery. He had freed his few slaves before the Civil War.

But in time, Robert E. Lee came to believe that defending Virginia meant protecting the freedoms George Washington had won for the American colonies. Lee was appointed commander-in-chief of Virginia's troops. As such, he became the architect of the Confederacy's military strategy.

Civil War General With much less manpower than the North, Lee had to mass his forces where the Union Army might invade. After Confederate troops turned back Union forces at the first Battle of Bull Run, the long war started in earnest.

Lee knew the Confederates lacked the strength to win in the field. At the beginning of the war, he kept the Union army away from Richmond. There, arms were produced. He also kept Union forces far from the farms of northern Virginia. He tried to win victories that would weaken the enemy's will to fight. He won a major victory at Chancellorsville in May 1863. There, he divided his forces and circled the Union army, which outnumbered his forces by two to one.

The End Is Near But as the war dragged on, Lee's army began to shrink. In contrast, the Federal forces maintained their strength. Under Ulysses S. Grant, Union armies began to approach Confederate strongholds such as Richmond and Petersburg in 1864. Lee built fortifications into permanent lines. Like trenches, these lines allowed Lee's armies to defend against Grant's siege of the Virginia cities for almost a year. But General Lee knew that the end would be "a mere question of time." On April 2, 1865, Grant broke Lee's defenses, and the Confederate retreat began. Lee surrendered to Grant on April 9, 1865. A Union officer described Lee in these words.

A VOICE FROM THE PAST

There behind me, riding in between my two lines, appeared a commanding form, superbly mounted, richly [dressed], of imposing bearing, noble countenance, with expression of deep sadness

overmastered by deeper strength. It is no other than Robert E. Lee! And seen by me for the first time within my own lines. I sat immovable, with a certain awe and admiration.

JOSHUA CHAMBERLAIN, quoted in
Robert E. Lee, A Life Portrait

After the War Lee took a few months to recover from the exhaustion of the war and surrender. However, he never regained his health. To support his large family, Lee became the president of Washington College in Lexington, Virginia. The college and its library had been looted during the war. Only 50 students were enrolled. By the fall term of 1870, enrollment had risen to almost 400. Lee advised his students to keep the peace and accept reunion with the North. "Make your sons Americans," Lee urged his fellow Southerners. After Lee's death in 1870, the college was renamed Washington and Lee University.

Review Questions

1. How did Robert E. Lee's family background influence his drive to succeed?
2. Why did Lee oppose the Civil War?
3. How did Lee's engineering background play a role in the South's defenses near the end of the Civil War?

Critical Thinking

4. **Summarizing** Explain the important influence of George Washington on the life of Robert E. Lee.
5. **Finding Main Ideas** How did Lee think the South might win the Civil War despite its weakness compared to the North?
6. **Supporting Opinions** Do you think the Civil War might have been shorter had Lee kept his post in the U.S. Army? Explain.

1861

FALL OF FORT SUMTER

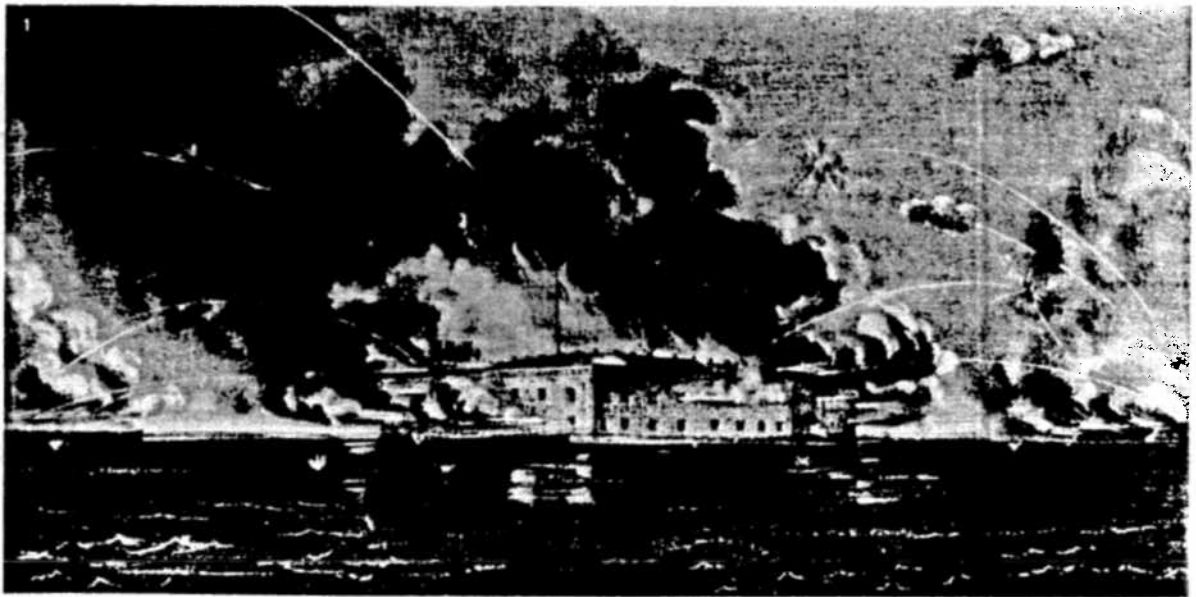
On April 11, Confederates demanded that Major Robert Anderson and his men evacuate Fort Sumter ❶. Charleston had been seething since South Carolina seceded in December and Anderson moved his Federal garrison from vulnerable Fort Moultrie ❷ to the more defensible Fort Sumter, where he raised a huge American flag. Confederates had then fortified their batteries around the harbor and prevented Anderson from receiving reinforcements or supplies, leading President Abraham Lincoln to send a fleet to re-provision the post, where food was running out. Anderson countered the Confederate demand by offering to withdraw on April 15 if he did not receive supplies or orders to hold the fort at all cost by then. Determined to take Sumter before the fleet arrived, Confederates prepared to open fire on signal from Fort Johnson ❸.

Eagerly awaiting that moment was Edmund Ruffin, a Fire-eater from Virginia who had come here to incite war. "The shedding of blood," he said, would make Southerners not yet committed to the Confederacy "zealous for immediate secession." At 4:30 A.M. on April 12, as a mortar shell lobbed from Fort Johnson burst over the harbor, signaling the attack, Ruffin fired one of the first shots from Cummings Point ❹. Other batteries joined in the bombardment, setting Sumter aflame. That afternoon, Federal supply ships approached the entrance to the harbor ❺, but they lacked firepower and did not risk battle. With many of its guns disabled, Sumter was doomed. On April 13, Anderson yielded, evacuating the post with his men the next day after lowering the Stars and Stripes. "The war is commenced," wrote Governor Francis Pickens of South Carolina, "and we will triumph or perish." ■

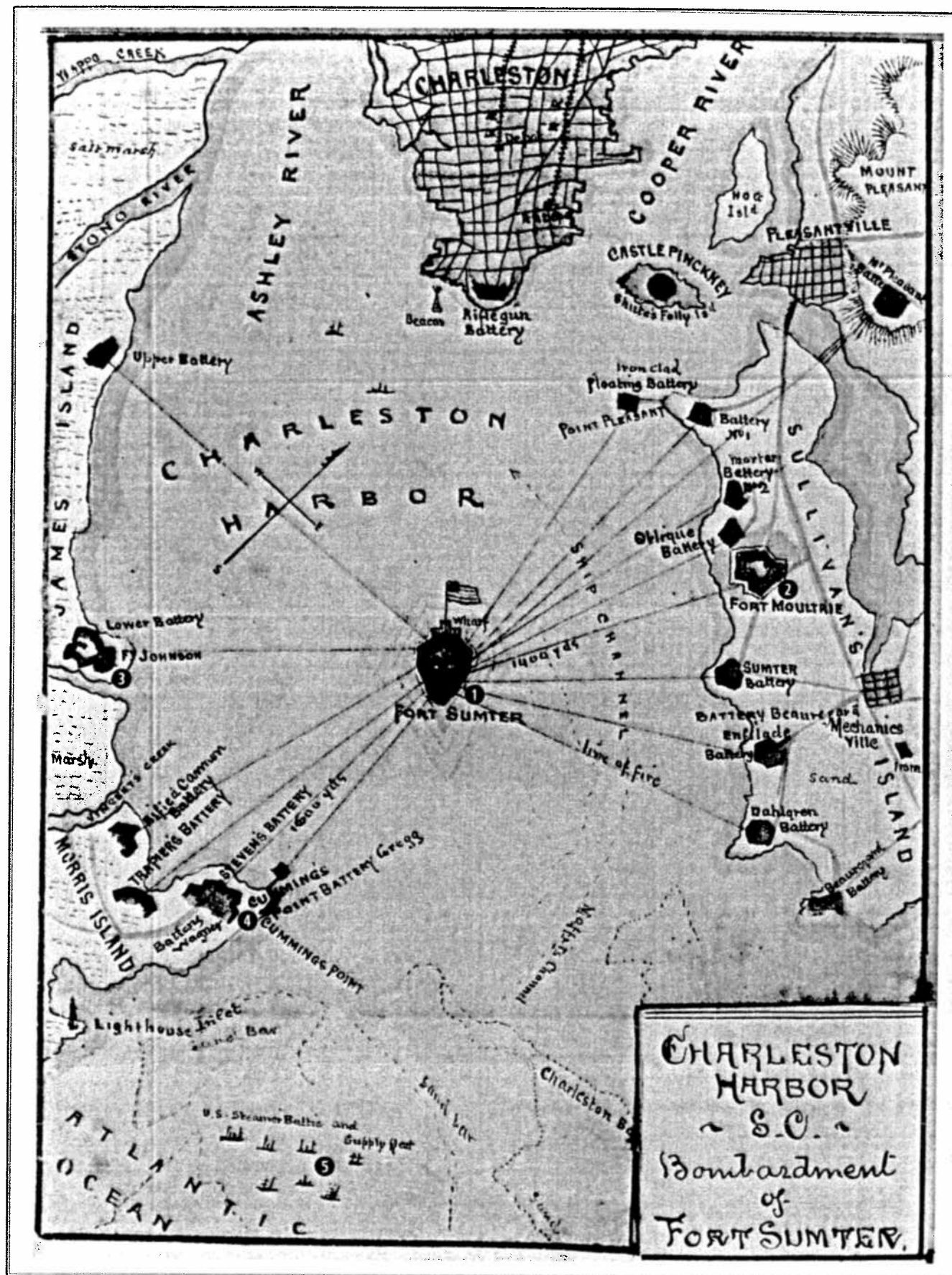


FIRE-EATER IN UNIFORM At 66, pioneering agricultural chemist and ardent secessionist Edmund Ruffin helped launch the attack on Sumter.

A DANGEROUS HARBOR As shown in one of many revealing battle maps produced by the prolific soldier-artist Robert Knox Sneden, Fort Sumter was surrounded by more than a dozen Confederate batteries and was thoroughly outgunned.



❶ **FORT SUMTER IN FLAMES** Federal gunners gamely return fire from the burning Fort Sumter under a barrage that ultimately led them to surrender.



The Fall of Fort Sumter

1. What major city was Ft. Sumter located outside of?
2. Why did Major Anderson move his men from Fort Moultrie to Fort Sumter?
3. How did Major Anderson counter the Confederates demand that he evacuate Ft. Sumter immediately?
4. How did President Lincoln attempt to help the soldiers trapped within Ft. Sumter?
5. The article refers to Confederate soldier Edmund Ruffin as a "Fire-Eater". Using context clues from the sentence, what do you think that means?
6. According to Edmund Ruffin, what would "The shedding of blood" do for the Confederacy?
7. Seeing as how North Carolina, Arkansas, Tennessee and Virginia all seceded after the battle of Ft. Sumter, did Edmund Ruffin's words prove to be true?

SECESSION

Americans who hoped to avoid disunion and civil strife had little to celebrate as 1861 began. South Carolina ❶ had already seceded, and Mississippi ❷, Florida ❸, Alabama ❹, Georgia ❺, Louisiana ❻, and Texas ❼ would soon follow suit in that order. Fueling this secessionist movement in the Lower South were fears that Lincoln and his fellow Republicans in Congress would not only prohibit slavery in Western territories but also repeal the Fugitive Slave Act, giving free rein to radical abolitionists like the late John Brown and triggering slave rebellions—dreaded in areas where blacks greatly outnumbered whites. If left unchecked, secessionists claimed, Lincoln's policies would dispossess and demean white Southerners. "You can never convert the free sons of the soil into vassals, paying tribute to your power," Louisiana Senator Judah P. Benjamin told Republicans, "and you never, never can degrade them to the level of an inferior and servile race."

Seeking to avoid conflict and keep states of the Upper South from seceding, Lincoln pledged to enforce the Fugitive Slave Act and back a constitutional amendment guaranteeing slavery in those places where it already existed. But he would not support a proposed deal in the Senate allowing slavery in Western territories south of the old Missouri Compromise line. Even if he had been inclined to make that concession, it would not have satisfied defiant secessionists like Jefferson Davis of Mississippi. "No human power can save the Union," declared Davis, a former U.S. senator and secretary of war. Chosen in February as provisional president of the Confederate States of America, Davis announced that the time for compromise was past and vowed that the Confederacy would "make all who oppose her smell Southern powder and feel Southern steel."

Although war now appeared likely, Lincoln continued to offer conciliatory words to Southerners, declaring at his inauguration on March 4, "We must not be enemies. Though passion may have strained, it must not break our bonds of affection." To placate uncommitted Southerners, he would avoid firing the first shot in the coming conflict, and he would ultimately succeed in keeping the slaveholding border states of Missouri, Kentucky, Maryland, and Delaware from leaving the Union. Davis did not want to be seen as an aggressor either, but he felt he must act decisively to bolster his cause. For several months, tensions had been rising in Charleston Harbor, where U.S. troops holding Fort Sumter were surrounded by rebellious South Carolinians. On April 9, Davis and his cabinet, determined to strike a blow before a relief expedition sent by Lincoln arrived, ordered Fort Sumter attacked if its defenders did not surrender immediately. The ensuing hostilities would draw four more Southern states—North Carolina ❽, Arkansas ❾, Tennessee ❿, and Virginia ⓫—into the Confederacy. ■



Secession

1. What belief fueled the secessionist movement in the Lower South?
2. If left unchecked, secessionists claimed Lincoln's policies would do what?
3. What famous words were said by Lincoln in his inaugural address?
4. What four southern states joined the Confederacy after the battle for Ft. Sumter?
5. Slavery was a major reason why South Carolina seceded from the Union in 1860. Can you think of any reason why a state might threaten to secede today?

A DUEL BETWEEN IRONCLADS

By February 1862 the Confederate ironclad *Virginia*—built around the salvaged hulk of the Union frigate *Merrimack*—was near completion at Gosport Navy Yard ❶, below Norfolk ❷. With heavy armor, ten big guns, and an armored ram at its bow, the *Virginia* posed a huge threat to wooden ships enforcing the Union blockade of narrow Hampton Roads ❸. Aware that Federals were preparing to meet that challenge with an ironclad of their own design, the *Monitor*—which

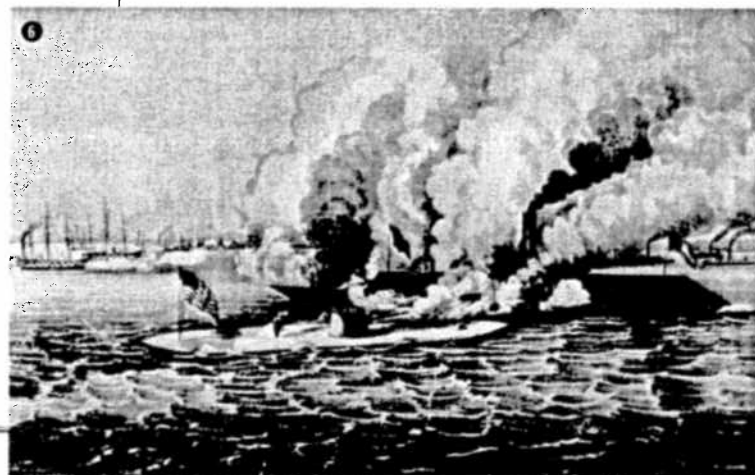
left New York for Hampton Roads on March 6—Confederates rushed the *Virginia* into service.

Some workmen were still aboard when it cast off on March 8 to attack the Yankee blockading fleet. Steaming toward Newport News Point ❹, the *Virginia* rammed and sank the sloop *Cumberland* and set the 50-gun frigate *Congress* ablaze. Another frigate, the *Minnesota*, tried to aid the stricken vessels but ran aground ❺, leaving only two Union warships to contend with the dreaded ironclad.

Overnight, while Confederates dreamed of finishing off the fleet and breaking the blockade, the *Monitor* entered Hampton Roads, prompting the first-ever battle between ironclads. It looked like a mismatch, for the ugly little *Monitor*—likened by one observer to a “tin can on a shingle”—had only two guns. But those potent 11-inch Dahlgrens swiveled ingeniously in a turret, while the hulking *Virginia* had to turn laboriously to deliver broadsides and could not enter shallow waters with the *Monitor* because its draft was much deeper. In the end, this historic contest between “pygmy” and “giant,” as Captain Henry Van Brunt of the *Minnesota* put it, proved agonizingly close. For four hours on the morning of March 9, the two ironclads exchanged fire near Van Brunt’s stranded frigate ❻.

At first, the *Virginia*’s shots had no more effect on the *Monitor* “than so many pebble stones thrown by a child,” he observed. Around noon, however, the *Monitor* withdrew into the shallows after a shell hit its pilot house and temporarily blinded its captain, Lieutenant John Worden (inset). That ended the duel, with the Confederates claiming victory. But they were unable to break the blockade and, after losing Norfolk to the Federals in May, destroyed the *Virginia* to keep the ironclad out of enemy hands. ■

CAPTAIN OF THE MONITOR Wounded in the battle, Lieutenant John Worden was visited afterward by Lincoln. “You do me great honor,” Worden said. “It is not so,” Lincoln replied. “It is you who honor me and your country.”



A Duel Between Ironclads

1. What is an ironclad?
2. What was the Confederate ironclad Virginia built around?
3. What were Confederates hoping the Virginia would be able to do?
4. Was the Virginia able to accomplish what the Confederates were hoping it was going to?
5. Who won the battle of the Virginia and the Monitor?
6. What happened to the Virginia after the battle?

THE LAST FULL MEASURE

Like a monstrous storm, the Battle of Gettysburg left carnage and misery in its wake. Each side lost well over 20,000 men killed, wounded, captured, or missing in this tempest—a toll that bore harder on Lee's smaller army and forced him to retreat into Virginia, leaving his dead behind on fields strewn with rotting corpses. "Some with faces bloated and blackened beyond recognition, lay with glassy eyes staring up at the summer sun," recalled Corporal Thomas Marbaker of the

11th New Jersey Infantry. "Hugging the earth like a fog, poisoning every breath," he added, was "the pestilential stench of decaying humanity." Burial parties digging in the hard, rocky soil did not linger over their grim task. "The dead are many, the time is short, so they got but very shallow graves," wrote one soldier who helped dispose of the corpses, "in fact most of them were buried in trenches, dug not over 18 inches deep, and as near where they fell as was possible."

A few months afterward, remains of the Union dead were moved to a better resting place—the Soldiers' National Cemetery, situated on Cemetery Hill, a local burial ground where Federals of Oliver Howard's 11th Corps had withstood Confederate attacks on July 2. This new cemetery was laid out in a semicircle and held more than 3,500 bodies. Those whose identities were known were grouped by state, but nearly 1,600 graves were marked unknown. On November 19, 1863, President Lincoln dedicated the cemetery by delivering his Gettysburg Address, urging that "from these honored dead we take increased devotion to the cause for which they gave the last full measure of devotion."

Abraham Lincoln



BURIED IN HASTE. Many Confederates killed at Gettysburg lay in shallow graves like this one until they were reburied decades later in the South.



The names of the dead of our republic are inscribed upon the following list
which will be in the hands of the living and may be read as a solemn warning

George B. Gordon
John C. Smith
John C. Smith
John C. Smith
John C. Smith
John C. Smith
John C. Smith
John C. Smith

GETTYSBURG

"I am perfectly satisfied with the

Gettysburg: The Last Full Measure

1. How many soldiers were lost by both the Union and the Confederacy?
2. Who, the Union or the Confederacy, was hurt more by the horrific losses at Gettysburg?
3. Where did Lee have his army retreat to after the battle?
4. Describe the graves that soldiers were buried in?
5. Where were the bodies of Union soldiers moved several months after the battle?
6. How many graves were marked "unknown"?
7. What famous speech, given by President Lincoln, honored the Gettysburg dead?

Chapter **17** Section 2 War Affects Society

America's History Makers

Clara Barton**Founder of the American Red Cross**

Spending her entire life helping others, Clara Barton (1821–1912) was a nurse, educator, government employee, ambassador of peace, relief worker, author, and speaker. The organization she founded, the Red Cross, helps millions of people each year around the world.



Clara Barton first learned to care for others when she was only 12 years old. Her older brother David was repairing a barn at their farm in North Oxford, Massachusetts, when he suddenly slipped. The long fall nearly killed him. For two years, Clara stayed by her brother's side day and night until he was well. Without Clara, he said, he would have died.

When she returned to school, Barton invested as much energy in getting an education as she had in taking care of David. By the time she was 17, Barton was hired to serve as the teacher of younger children. The school board decided she could handle the most difficult children. Realizing she was getting jobs that had only gone to men teachers before, Barton demanded a man's salary. She convinced the school board she was right.

In 1850, she decided to further her own education at a college in New York. Then she moved to Bordentown, New Jersey, where she taught in a private school. As she walked down the street, poor children asked her why there wasn't a school for them to attend. Her compassion caused Barton to leave the private school and start the first public school in Bordentown.

When the doors were opened, 600 poor children showed up wanting to learn to read, write, and do math. However, the public school board hired a man to supervise the school. He was jealous of Barton's popularity with the students and their parents. She resented the fact that a less qualified person was her superior. In 1854, Barton quit her job and moved to Washington, D.C.

Angel of the Battlefield In spite of the fact that no women worked for the federal government at that time, Clara Barton convinced officials that her

education qualified her to copy important documents. This job was done by hand. Barton spent her days copying page after page of documents. She learned in detail how government operated and how to get things done.

That knowledge was important when war broke out in 1861. Barton was horrified at the condition of the mangled soldiers who were shipped to Washington for medical treatment. She rushed home and began making bandages. She also wrote urgent messages to friends and family in Massachusetts seeking needed supplies.

Within a few weeks, Barton's home became a storehouse of food, blankets, candles, and medical supplies. However, there was no organized effort to get significant medical help to wounded men on the battlefield. Barton decided she must do something.

In 1862, the 40-year-old woman received permission to load a wagon with medical supplies and head right into the heart of the fighting. At the Battle of Cedar Mountain, Dr. James Dunn was completely frustrated. He was surrounded by bleeding, screaming, and dying men. However, he lacked supplies with which to help them. Barton arrived with her wagon of medical supplies. Dunn said when she appeared, he thought she was an angel sent from heaven to bring relief to the battlefield.

Reputation for Compassion By the time the war ended in 1865, Barton was known to people throughout the North. When families did not know where to find a lost loved one, they often wrote to Barton seeking her help. She organized a national effort to identify unknown soldiers. At least 22,000 families across the North were helped by Barton's efforts to learn the fate of their loved ones.

A VOICE FROM THE PAST

The heart-broken friends appealed to me for help, and by the aid of surviving comrades, I gained intelligence of the fate of nearly one-half of the number of soldiers: I greatly fear there are some whose names stand today on the rolls against the dark word—Deserter—who were never faithless to their trust, who fell in the stern path of duty on the lonely picket line, perhaps, or wounded, and left in some tangled ravine to perish alone.

CLARA BARTON, quoted on the Red Cross website

Next came a series of speaking engagements, in which she encouraged Americans to help others. After the speaking tour, the exhausted Barton decided to take a trip to Europe to rest. In 1869, she traveled to Geneva, Switzerland. There, she learned of an international effort to ensure humane treatment of prisoners of war. The “Geneva Convention” was something Barton wanted the United States to agree to. She thought it would reduce the horrors of war.

In 1870, while she was still in Europe, war broke out between Prussia and France. Again, Barton wrote letters seeking help for the victims. Her letters back home brought money and supplies. The money was given to the Red Cross, which helped victims of war. Officials on both sides of the conflict thanked Barton for her efforts to help their people.

She returned to the United States in 1873. Back in the States, she continued to think about the Red Cross. It helped refugees—civilians fleeing from war—as well as wounded soldiers.

The Red Cross in America Thanks to efforts by Barton, both the Geneva Convention and the Red Cross became front page news in the United States.

By 1882, the U.S. Senate had ratified the Geneva Convention. At the age of 60, Clara Barton became the first president of the American Red Cross. However, Barton didn’t want the Red Cross to just help people during wartime. She wanted an organization that helped anyone who needed help during an emergency. When fires ravaged homes in Michigan, floods swelled the Mississippi River, and a broken dam destroyed the city of Johnstown, Pennsylvania, there was Barton with Red Cross volunteers to help.

In 1904, at the age of 83, Clara finally retired as president of the American Red Cross. She spent the rest of her life encouraging women’s rights and volunteerism. She also wrote her life story. When she died in 1912, people across the nation mourned her passing.

Review Questions

1. What was Barton’s first experience in helping someone else?
2. What were some of the jobs that Barton had in her life?
3. What was Barton’s main contribution during the Civil War?

Critical Thinking

4. **Recognizing Effects** How did being a good student help Barton?
5. **Sequencing Events** What were five important events in Barton’s life, and in what order did they occur?
6. **Summarizing** In what ways does the American Red Cross help people?

NUMBERS AND LOSSES

	North	South ¹
Population	22,400,000	9,103,000 ²
Military Age Group (18-45)	4,600,000	985,000
Trained Militia 1827-1861	2,470,000	692,000
Regular Army January, 1861	16,400	0
Military Potential 1861	2,486,400	692,000
Total Individuals in Service 1861-1865	2,213,400	1,003,600
 Total Strength July, 1861	 219,400	 114,000
Total Strength January, 1863	962,300	450,200
Peak Strength 1864-1865	1,044,660	484,800
Army	980,100	481,200
Navy	60,700	3,000
Marines	3,860	600
 Total Hit in Battle	 385,100	 320,000
Total Battle Deaths	110,100	94,000
Killed in Battle	67,100	54,000
Died of Wounds	43,000	40,000
Wounded (not mortally) ³	275,000	226,000
Missing in Action	6,750	---
Captured ⁴	211,400	462,000
Died in Prison	30,200	26,000
Died of Disease	224,000	60,000
Other Deaths	34,800	---
Desertions ⁵	199,000	83,400
Discharged	426,500	57,800
Surrendered 1865		174,223

1. Confederate figures are based upon the best information and estimates available.

2. Includes 3,760,000 slaves in the seceded states.

3. A number of these were returned to duty. In the Union Army, those who were not fit for combat were placed in the Veteran Reserve Corps and performed administrative duties.

4. An undetermined number were exchanged and returned to duty.

5. Many deserters returned to duty. In the Union Army, where \$300 bounty was paid for a 3-year enlistment, it was not uncommon to find a soldier picking up his bounty in one regiment and then deserting to join another unit just for the additional bounty.